

Curriculum Briefing

Information and Communications Technology (ICT)

Primary 4

Learners driven by Passion . Leaders guided by Values

Respect . Responsibility . Resilience . Integrity . Care . Harmony



Role of Technology for the future

A Range of Digital Skills needed for Life and Work (UNESCO, 2017)

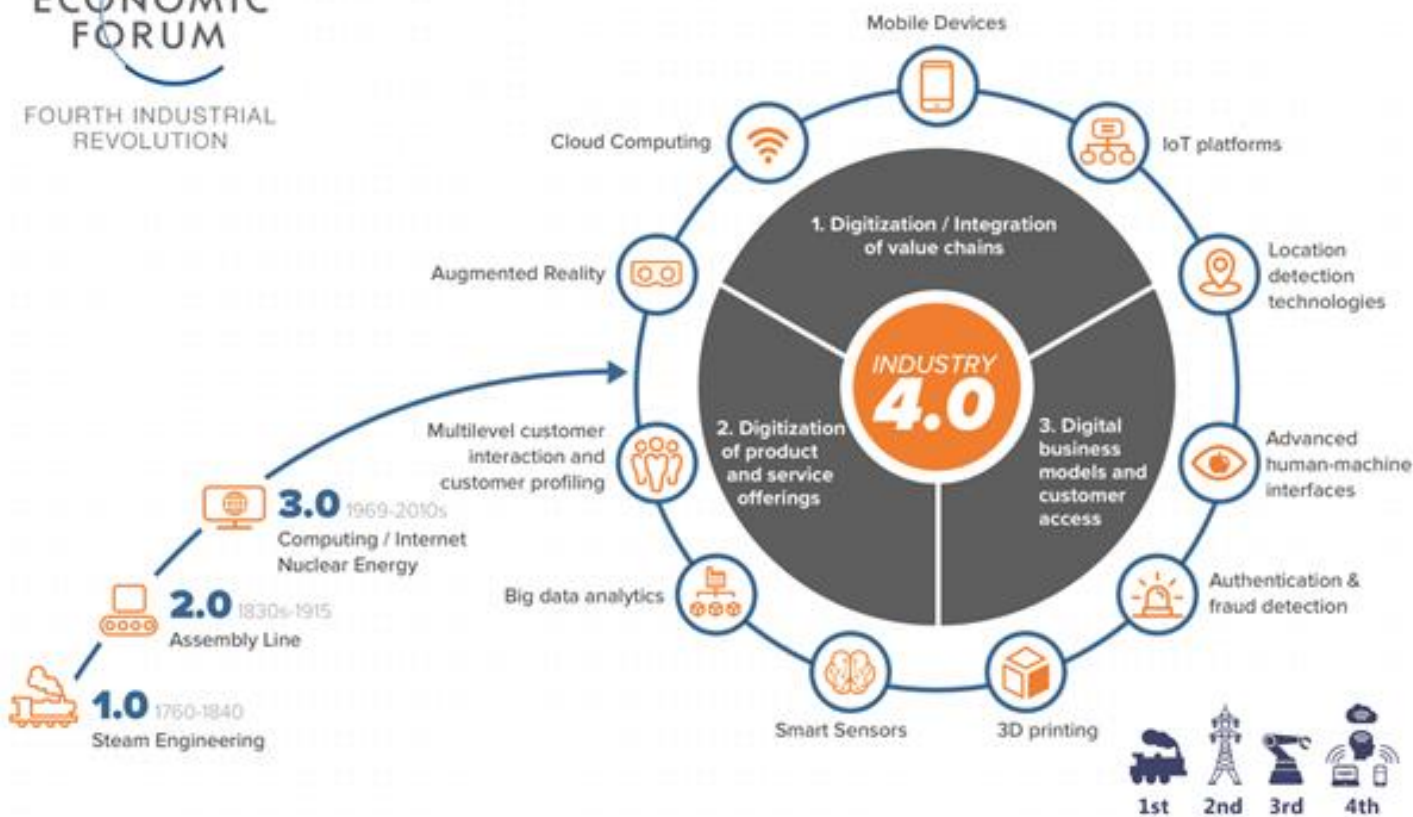
Basic digital skills that enable students to access and **make functional use of digital technologies**

An intermediate range of generic digital skills that include the **ability to understand, contextualise and critically evaluate how technologies are being employed**

A set of **highly technical skills**, such as **computer programming and data analysis**, which are advanced and are not normally well developed or needed in ordinary users of technology

WORLD
ECONOMIC
FORUM

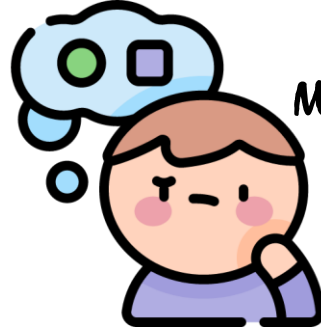
FOURTH INDUSTRIAL
REVOLUTION



How Technology Impacts Learning



Encourage active learning and participation



Make students' thinking visible



Facilitate formative assessment - teacher can provide timely, immediate feedback



Multimodal representation of concepts
Students learn with videos, interactives, games, simulations



Communication and collaboration with teachers and peers



Self-directed learning
Students can learn on their own or with others, anytime and anywhere

Common Issues and how to Manage them

Common Issue: Addiction to digital device



Look out for these signs of addiction:

- Lack of self-control and throwing tantrums when it comes to switching off of digital devices
- Irritability when not on the device
- Loss of sleep due to time spent on the device
- Health issues such as eye problems and back aches
- Drop in grades

How to manage:

Tip:
Guide your child on time spent online



Ask your child what he/she enjoys doing online.

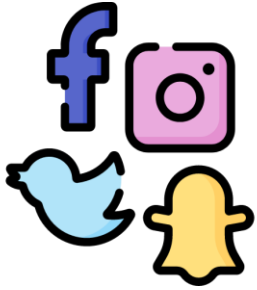
Through your conversations, you can **decide together** how much time he/she should spend online.

Set a **schedule** in consultation with you child on specific time periods that he or she can use the devices and for specific purposes.

Common Issues and how to Manage them

Common Issue (2):

Potential issues related to the use of Social Media



Most social media services and apps require users to be at least 13 years old. **If your child is below 13, you should assess if he or she is prepared to deal with inappropriate content, contact with strangers or cyber-bullying.**

If your child wants to use social media, discuss with him or her the pros and cons of doing so. You can consider setting the ground rules with your child.

How to manage:

Tip:
Teach your child to stay safe online



Remind your child not to chat with strangers online or share information (e.g. home addresses or names of family members) that can allow strangers to locate him/her.

Explain the need to set his/her account to 'private' and only accept requests from people that he or she knows well.

Highlight to your child that there will be people who claim to know his or her friends.

Common Issues and how to Manage them

Common Issue (3): Cyberbullying



According to recent statistics, cyberbullying is on the rise.

How to manage:

Tip:
Look out for warning signs



Look out for warning signs that your child might be bullied online such as failing grades, making excuses to avoid going to school, fear or worry about school, and stress-related health problems.

Regularly check with your child about the types of conversations that go on in their chat group or on social media to assess if they are being bullied online.

Teach them online etiquette and remind them about the appropriate use of language.

Common Issues and how to Manage them

Common Issue (4): **Fake news**

How to manage:

An Introduction to the Rainbow Owl



The Rainbow Owl is a rare species of owl found in hardwood forests in the western United States and parts of China. Long coveted for its colorful plumage, the Rainbow Owl has nearly gone extinct in the eastern United States. However, due to conservation efforts, there has been a significant population increase, particularly in northwestern Montana. The adult Rainbow Owl is on average 44 cm long with a 112 cm wingspan. Unlike most owls, which are

Have regular conversations with your child about the online information he/she comes across. Encourage he/she to verify the information with fact-checking websites such as [Snopes.com](https://www.snopes.com) or [FactCheck.org](https://factcheck.org)

Tip: Guide your child to behave responsibly online

CONSUMING INFORMATION ONLINE

- Encourage your child to **verify information** with multiple credible sources.
- Get them to **check with you or a trusted adult** when in doubt.

POSTING INFORMATION ONLINE

- **Co-create guidelines** with your child on what he/she can post online.
- Guide him/her to use the **THINK** framework when creating the guidelines:

Is it **True**, **Helpful**, **Inspiring**, **Necessary**, **Kind**?

<https://regenbogeneule.typepad.com/blog/2010/04/regenbogen-eule.html>

<https://www.snopes.com/fact-check/rainbow-owl/>

5 Tips to Ensure Your Child Stays Safe & Happy Online

1 SETTING EXPECTATIONS



Examples of good habits include:

- ✓ Stop use of devices during mealtimes.
- ✓ Stop use of devices 1 hour before bedtime.
- ✓ Set aside time to exercise daily.

Set clear expectations together with your child.

Establish routines for device usage early.

Help your child develop good habits to ensure a healthy balance of online and offline activities.

2 HAVING CONVERSATIONS

Have regular conversations, for example at mealtimes, with your child about his/her online activities.

This will help you be aware of your child's online activities and enable you to spot possible dangers early.

Examples of conversation starters include:

- ✓ What do you enjoy most about your favourite apps or sites?
- ✓ What online activities can we do as a family?



5 Tips to Ensure Your Child Stays Safe & Happy Online

3 BE SMART

Remind your child to check the credibility of the online information by using the acronym S.U.R.E.

- S** Is the **SOURCE** of information you found trustworthy?
- U** Based on your **UNDERSTANDING**, is the information an opinion or a fact?
- R** Have you done your **RESEARCH** and compared with multiple sources?
- E** Have you **EVALUATED** / considered the information from different angles?

4 BE SAFE

Highlight to your child indicators which show that a website is safe to visit.

Examples of indicators include:

- ✓ the website address begins with 'https'
- ✓ the address bar has a 'lock' icon

Teach your child what he/she can do if he/she comes across inappropriate content.

Examples of actions include:

- ✓ close the webpage immediately
- ✓ inform a trusted adult about it

5 BE KIND

Encourage your child to always be respectful when giving comments online.

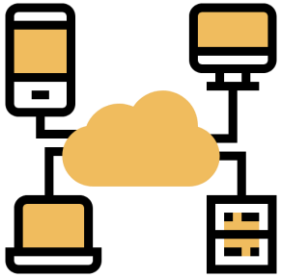


Get your child to reflect if the comment he/she is about to post is:

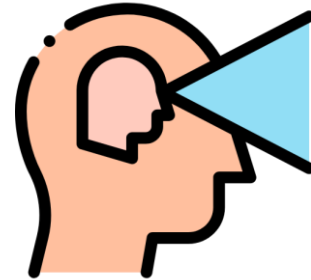
- T** rue?
- H** elpful?
- I** nspiring?
- N** ecessary?
- K** ind?

Digital Literacy and Technological Skills Programme @ West Spring Primary School

Approach



Meaningful
integration into
subjects



Teacher-facilitated
lessons conducted in
school

Process

Teacher integrates
the digital skills
into the
curriculum.

Reinforce skills via
meaningful lessons/
online assignments

Assessment of skills via
bite-sized informal
assessment tasks in
class

Media Literacy Programme

Primary 4 modules

Primary 4 / Title of Module
401/ Google Docs (Intermediate)
402/ Introduction to Google Sheets
403/ Google Slides (Intermediate)

Media Literacy Programme

Primary 4 modules



401: Google Docs (Intermediate)

- how to organize Google Docs
- know the basic rules for editing and commenting when collaborating with others on a Google Doc

Media Literacy Programme

Primary 4 modules



402: Introduction to Google Sheets

- know how to create a spreadsheet and enter the data gathered into the spreadsheet
- how to generate a bar and line graph based on a set of data

Media Literacy Programme

Primary 4 modules



403: Google Slides (Intermediate)

- How to use the editing functions to edit Slides
- know the basic rules for editing and commenting when collaborating with others on Google Slides

AI in the Classroom: What to Expect (Primary 4-6)

As your child moves into the upper primary years, they will begin using age-appropriate AI tools directly.

The goal is to build **AI literacy**—helping them understand how these tools work and how to use them ethically and responsibly.



AI in the Classroom: What to Expect (Primary 4-6)

Your child won't be navigating these tools alone. The level of teacher supervision is tailored to the type of technology being used:

Level of Supervision	When is it used?
Lower Supervision	For simple, "rules-based" tools or quick tasks (like an automated marking tool).
Strict/Close Supervision	Mandatory for "dialogic agents" (chatbots/AI you talk to). Teachers will be closely monitoring these interactions.



AI in the Classroom: What to Expect (Primary 4-6)

How You Can Help at Home

Discuss Ethics & Integrity: Talk to them about why it's important to use AI as a **"thinking partner"** rather than a shortcut. Remind them that while AI can provide information, it doesn't have their unique voice, experiences, or heart.

Develop "Fact-checking" habits: Encourage your child to double-check what an AI tells them. Ask them questions like, *"Does this answer make sense to you?"* or *"How can we check if this fact is actually true?"* By practising this, they learn that AI is a tool that requires human oversight to ensure the information is accurate and makes sense.



thank you